Cakrawala Pendidikan
Jurnal Ilmiah Pendidikan
Vol. 42 No. 2, June 2023, pp.280-294
https://journal.uny.ac.id/index.php/cp/issue/view/2467
DOI: https://doi.org/10.21831/cp.v42i2.49240

The individualized instruction application for personal-social skills of students with intellectual disabilities

Ishartiwi*, Rendy Roos Handoyo, Wening Prabawati, Adi Suseno
Faculty of Education and Psychology, Universitas Negeri Yogyakarta, Indonesia
*Corresponding Author: ishartiwi@uny.ac.id

ABSTRACT

Individualized learning is an ideal form of intervention for students with intellectual disabilities due to its ability to accommodate the learning requirements of personal-social skills. Although there are contradictions in its implementation, special education teachers have tried to implement it. This survey research aims to identify teachers' experiences in carrying out individualized learning, including aspects of forms, constraints, and impacts on students' personal-social skills. The data collection was retrieved through a questionnaire instrument fulfilled by 116 special education teachers in Yogyakarta, who were determined by purposive sampling and analyzed descriptively and quantitatively. The result shows that 88,2 % of teachers apply individualized instruction methods in the form of a classical learning design with functional academic material content. The main obstacle comes from teachers' perceptions regarding students' heterogeneity, which resulted in difficulties in designing the learning activity. The impact on personal-social skills in all aspects shows that 50%-80% of students can improve their skills through practice and repetition. In conclusion, individualized instruction applications varied according to teachers' perceptions. While constrained to accommodate each student's requirements, this learning method resulted in a positive impact on skill learning outcomes.

Keywords: individualized instruction, intellectual disability, personal-social

Article history

Received:	*Revised:*	*Accepted:*	*Published:*
28 September 2022	*20 January 2023*	*23 April 2023*	*07 May 2023*

Citation (APA Style): Ishartiwi, I., Handoyo, R. R., Prabawati, W., & Suseno, A. (2023). The individualized instruction application for personal-social skills of students with intellectual disabilities. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, *42*(2), 280-294. DOI: https://doi.org/10.21831/cp.v42i2.49240

INTRODUCTION

Students with intellectual disabilities require individualized instruction services to accommodate the different academic and non-academic skills of each student. Individualized services that suit the individual needs of students will increase their learning participation and achievement (İlik & Sarı, 2017). Smith & Lucasson (1995) explained that this service is called Individualized Educational Program (IEP), which includes seven steps: referral, assessment, identification, analysis of services, placement, instructional decision making, and program evaluation. Hallahan et al., (2014), explain that IEP is an official document that describes educational services for students with special needs, which varied in terms of format and information for each student. The individual educational plan contained in the IEP serves to support student participation, experience, and well-being, so it is important to design and implement it (Asri et al., 2022; Seong et al., 2015). In Indonesia, school implements an individualized learning program (PPI) as a learning design that is developed based on the assessment of each student.

Law of the Republic of Indonesia Number 13 of 2020 mandates that appropriate accommodations for students with special needs be made in all pathways, levels, and types of education, both inclusively and in special schools. It was also emphasized that the classification

of students with special needs includes individuals with sensory, mental, physical, behavioral, and emotional barriers. Each of these classifications includes different types of specialties and has a variety of learning needs. This policy underlies that education services can facilitate the diversity of conditions for students with special needs individually. The implementation of PPI in this school is strengthened by the policy of the Ministry of Education and Culture Research and Technology (Kemedikbud RISTEK) in the Regulation of the Directorate General of Dikdasmen Number 10/D/KR/2017, concerning the Structure of the 2013 Curriculum for Special Education, it is emphasized that special Education services apply PPI based on assessment results study needs.

This article discusses PPI as part of instructional decision making, in the IEP concept applied in special schools. The application of PPI in the school context was developed by the teacher and/or team of teachers to accommodate the diversity of individual student learning needs. The Center for Curriculum and Learning of the Ministry of Education and Culture RISTEK (2021, 2022), explains the function of PPI for students, namely that each student has a program according to their characteristics, learning needs, and adapts the curriculum to suit students' potential.

The steps for implementing the IEP are regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 70 of 2019 concerning Inclusive Education and the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 69 of 2014 concerning Special Education. These steps include: 1) identification of student needs through a thorough assessment of students' academic and non-academic abilities; 2) determination of the IEP team consisting of special teachers, class teachers, related educational staff, parents, and other related experts; 3) setting goals and targets for student learning by the IEP team by taking into account the needs and abilities or potential of students; 4) preparation of the IEP by the team, namely the accommodation of strategies, methods and learning strategies that are appropriate to the conditions of the students; 5) consistent and integrated implementation of IEP by teachers and teams in the learning environment; 6) periodic evaluation and revision of the IEP to assess student progress and the effectiveness of the IEP; 7) collaboration with parents. More briefly, the ministry document categorizes the steps for implementing the IEP into three categories of activity stages, namely: 1) planning, including aspects of: forming a team of teachers, conducting assessments and analysis of assessment results, setting long-term goals, short-term goals; 2) the PPI implementation process applies all learning components; management of strategies, methods, media, presentation of material, and class organization; 3) assessment of student abilities, including aspects: formative, summative and follow-up assessments. This article focuses on the application of PPI according to these steps on the classification of mental barriers, namely students with intellectual disabilities in special schools, in learning personal-social skills.

Students with intellectual disabilities can be described as individuals with intellectual disabilities below the average students of their age and experiencing deficits in several aspects of adaptive behavior according to AAIDD (Girimaji et al., 2020; McDonagh et al., 2018). One of the impacts of these conditions is that students with intellectual disabilities have limitations in social skills such as a lack of awareness and ways to respond to social situations (Slavin, 2021; Snell et al., 2009). These personal-social skills affect how to interact and adapt to the surrounding environment and are important to be taught in schools (Nazilah, 2017). These skills are the basic skills of individuals living independently in the environment, to interact socially and get along with other people, to be developed in students with intellectual disabilities (Gray & Carter, 2013; Schalock & Luckasson, 2004). The personal-social skills referred to in this article cover aspects of self-direction, free time, and social which include self-knowledge, play skills, interaction skills, self-control skills, responsible abilities, and spare time skills.

Schalock & Luckasson (2004) explain that adaptive behavior skills developed for students with intellectual disabilities include social skills, which encompass individual skills to interact socially and interact with others. Beirne et al. (2002) explain that adaptive behavior for students with intellectual disabilities consists of 10 aspects. One of the aspects is a personal-social skill, which includes the sub-aspects of playing skill, interaction skill, group participation skill, social comfort skill, self-direction and responsibility skill, leisure skill, and expression skill. Snell &

Luckasson (2009) explain the impact of adaptive behavior deficits on students with intellectual disabilities, namely the limitation on social skills, including the lack of awareness and ways to respond to social situations. Therefore, the development of adaptive behavior skills in social interaction becomes a learning program in special schools as a part of a self-improvement program. This is because the skill is the basis for students' independence in solving the problem in their lives (Mumpuniarti et al., 2021). Purwanta & Hulfah (2018) explain that personal-social skills also lead to the advantages and disadvantages that can be used as a principle for self-development and usefulness with the support of the surrounding environment. Personal social skills are useful for helping students with intellectual disabilities in their daily activities (Plavnick et al., 2015). Social personal skills can be taught through learning, but these interventions cannot be generalized to other schools. Each school has different characteristics and policies so that the application of interventions can be adapted to the conditions of each school (Jacob et al., 2022).

Although individualized instruction is the primary principle of educational service for students with intellectual disabilities, its implementations in schools are still varied. An American study by Nance & Calabrese (2009) reported that teachers do not develop individualized learning programs due to the burden of administrative work related to the preparation of this program. This resulted in the reduction of learning time for students with special needs. Andersson et al. (2013) explain that the gap between the implementation of individualized instruction and the regulation in Sweden still exists due to the lack of Individualized instruction guidelines, the fabrication of administrative requirements, and the limitation on parents' and students' involvement. In Indonesia, a 2021 policy of the Indonesian Ministry of Education concerning the Individualized Learning Implementation Guideline in the context of special schools and inclusive schools is used as a learning design model developed by a team of teachers to accommodate the diversity of student's individual learning needs. However, teachers implemented individualized instruction before the guidelines were created.

A study by Kartika et al. (2018) shows that teachers still regard individualized instruction as a burden, particularly due to the administrative task. Another study by Sowiyah & Perdana (2020) revealed the good practice of individualized instruction implementation in inclusive schools involving special assistant teachers and general teachers in performing assessments, determining students' needs, designing the program, and implementing the lessons in the class is aligned with the condition of students with special needs with the achieved learning outcomes, the given material, and the method of teaching. Towles-Reeves & Kleinert (2006) explains that learning material for students with intellectual disabilities will be more effective if it is presented within functional teaching material so that it can be practiced in daily life. This principle is aligned with individualized instruction to develop the personal-social skill aspect for students with intellectual disabilities.

The importance of teachers' experience in individualized instruction must be uncovered to understand the process and constraints faced by the teachers (Kozikoğlu & Albayrak, 2022), and the effectiveness of individualized instruction implementation at schools (Al-Shammari & Hornby, 2020). A Study by Almoghyrah (2023) reveals that special teachers' experience in the implementation of individualized instruction for students with intellectual disabilities in inclusive schools revolves around team formation, diagnostic process of the assessment result, individualized instruction design related to long and short-term goals, matching learning scheme, learning result evaluation, and program review schedule.

With the government regulation regarding the fulfillment of appropriate educational services for students with special needs, individualized instruction implementation becomes absolute, especially for students with intellectual disabilities in need of personal-social skill development. Therefore, this article aims to describe special education teachers' experience with the implementation of individualized instruction in social skill education for students with intellectual disabilities. The focus of the discussion is to narrate the form of individualized instruction implementation, the constraints teachers face in implementing individualized instruction, and the impact of personal-social skill learning outcomes for students with intellectual disabilities.

Based on the concept explained above, it can be confirmed that this article refers to instructional decision-making towards the teachers' experience in implementing individualized instruction for individual-based service of students with intellectual disabilities as a part of the development of personal-social skill adaptive behavior. PPI is a must in the learning of children with intellectual disabilities, because of the diversity of conditions and individual student learning needs. Kozikoglu (2022) and Al-Shammari & Hornby (2020) explain that teachers' experience plays an important role to be uncovered in the individualized instruction process to understand the process of individualized instruction, the struggle faced by the teachers, and the effectiveness of its implementation at school. This article discusses individualized instruction, including forms, constraints, and impact on the personal social skills of students with intellectual disabilities.

METHOD

This research applies a survey approach (Creswell & Creswell, 2018) to identify teachers' experiences of implementing individualized learning in learning personal-social skills of children with intellectual disabilities. In accordance with survey research procedures, the stages of this research include designing data collection instruments; determine respondents based on representation of the population; collect data from respondents; analyzing data; and present research findings (Fowler, 2013). Respondents to the research were 116 special schoolteachers purposively determined based on data from the Chairperson of the Organization of Principals of Special Schools in the Special Region of Yogyakarta (Creswell & Creswell, 2018). Determination of respondents based on considerations in accordance with research objectives, namely: 1) teachers teach children with intellectual disabilities; 2) the teacher has taught a compensatory program on the area of personal-social skills; and 3) teachers have experience in implementing individualized learning. The characteristics of the respondents were explained based on demographics, encompassing: 1) the status of public and private schools; 2) regency area; 3) class level taught by the teacher; and 4) the method most often used in individualized learning. The respondents in this study are teachers who teach in elementary schools. The demographic data of the respondents is shown in Table 1.

Table 1. Demographic data of the respondents

Variables	Groups	f	%
School status	State	23	19.8
	Private	93	80.2
Regency	Bantul	36	31
	Gunungkidul	14	12.1
	Kota Yogyakarta	21	18.1
	Kulonprogo	11	9.5
	Sleman	34	29.3
Class teacher	1 and 2	25	21.6
	3 and 4	55	47.4
	5 and 6	36	31
The most frequently used method	Demonstration	31	21.7
	Exercise/practice	49	34.3
	Habituations pattern	63	44.1

Table 1 shows the demographics of the respondents consisting of teachers from private and public schools. The schools come from five districts namely Bantul, Gunungkidul, Yogyakarta City, Kulonprogo, and Sleman. The teachers involved are classroom teachers who teach from grade 1 to grade 6 in elementary schools. Then, the teaching methods most often used by teachers are demonstrations, exercises/practices, and habituation patterns.

The data collection technique was done by through a closed questionnaire, collected through the teacher's confession about his experience implementing individualized learning (hereinafter referred to as the Indonesian context, abbreviated as PPI) and its impact on the personal-social skills of children with intellectual disabilities. Respondents filled out a questionnaire through an online mechanism with the Google form. This online technique is used with the consideration of adjusting the policy of the Indonesian Ministry of Education implementing home learning during the pandemic.

The individualized learning questionnaire instrument refers to the concept of Instructional Decision Making (Smith & Lucasson, 1995). Conceptually, this step contains specific program design and implementation, including objectives, materials and learning processes for each student in various learning fields. This research is focused on the scope of the application of individualized learning for the field of personal-social skills compensatory programs that have been carried out by teachers in special schools. The questionnaire instrument grid is focused on exploring teacher's experience in implementing their learning that includes the aspects of the form of implementing PPI consisting of sub-aspects: the forms of implemented PPI, steps taken in PPI, implementation of PPI in the learning process, content of PPI, media variation in PPI instruction, students' response during PPI implementation. Aspects of the obstacles to implementing PPI, including obstacles from teachers, students, facility, and collaboration. Meanwhile, the social-skills impact questionnaire instrument refers to self-development compensatory program learning in the special school curriculum structure for children with intellectual disabilities (National Curriculum 2013) and refers to the concept of adaptive behavior for children with intellectual disabilities (Beirne-Smith et al., 2002). Referring to this concept, the questionnaire grid on the impact of students' personal-social skills includes aspects of self-identification skills, play skills, school interaction skills, group interaction skills, self-control skills during the test, and responsibility skills.

Data analysis using quantitative descriptive techniques (Creswell & Creswell, 2018) was carried out by categorizing the data according to problems from teacher information. The analysis begins with coding the data, disaggregated according to the aspects and sub-aspects of the forms and constraints of implementing individualized learning, and aspects of the impact of the achievement of students' social-personal skills. Furthermore, the data is calculated using the average score in the form of a percentage, then interpreted its meaning, to determine the research results. Conclusions are determined based on percentage criteria. The results of the analysis are presented in the form of tables, graphs, and explanations of the results. Conclusions are determined based on quantitative criteria, namely the highest percentage of respondents' choices for each aspect and sub-aspect as a trend of research results, and a narrative interpretation of meaning.

FINDING AND DISCUSSION

Finding

The research results showed that teachers' tendency to design individualized instruction like lesson plan, which is based on each student's ability, can help students master social-personal skill with others' help. This research aims at collecting data related to 1) the implementation of PPI for students with intellectual disabilities, 2) the obstacles faced by teachers when implementing PPI, and 3) the social skill achievements of students with intellectual disabilities.

The implementation of PPI for students with intellectual disabilities

There are six variables showing the implementation of PPI for students with intellectual disabilities. Table 2 shows the implementation of PPI by 116 teachers in special schools. In general, this finding points out how the individualized instruction for individual-based service of students with intellectual disabilities as a part of the development of personal-social skill adaptive behavior was designed and implemented. It began with the screening process during school's admissions, continued to assess student's profiles, designed lesson plans, prepared teaching materials, and implemented the PPI in classrooms.

Table 2 shows that the implementation of PPI consists of six variables including forms, steps, material, media variation, and students' responses. 88.2% of teachers have used lesson plans in learning practice as a form of PPI implementation. 97.1% of teachers have also carried out student assessment as a step in PPI development. During the learning process, 85.3% of teachers have given treatment and learning materials according to each student's ability. As much as 85.3% of teachers have been given functional academic-oriented materials. 94.1% of teachers utilized school environment-related media. Lastly, in terms of students' responses to the implementation of PPI, 94.1% of them were shown to be happy and active during the learning process.

According to the results above, it can be seen that teachers tend to organize PPI similarly to lesson plans according to each student's ability. PPI contains functional academic materials which are delivered in correlation to the school environment. As a result, students tend to be happy and active in following the lessons.

Table 2. Pearson's correlation coefficients of the study variables

Aspects	Groups	f	%
The forms of implemented PPI	As a school program on screening new students' admission	22	64.7
	As lesson plans and learning process	30	88.2
	Implementation of PPI in every learning process	20	58.8
Steps taken in PPI	Students' assessment	33	97.1
	Teaching material prepared according to students	29	85.3
	Competency modification within the curriculum	25	73.5
Implementation of PPI in the learning process	In class and students are grouped according to their abilities and teaching materials	19	55.9
	In class but each student receives their treatment and teaching materials	29	85.3
Content of PPI	Academic oriented	11	32.4
	Functional academic-oriented	29	85.3
Media variation in PPI instruction	Printed materials: magazines, newspapers, brochures	22	64.7
	Printed: textbooks	20	58.8
	Electronic: videos, films, applications, audio	31	91.2
	Public facilities around the school	30	88.2
	School environment	32	94.1
Students' response during PPI implementation	Normal	1	2.9
	Increases independent learning	22	64.7
	Happy and actively learning	32	94.1

Obstacles faced by teachers

Several obstacles were faced by teachers during the implementation of PPI for students with intellectual disabilities. Those obstacles are categorized into four aspects shown in Table 3.

Table 3 shows that obstacles faced by teachers during the implementation of PPI encompass the aspects of teachers, students, facilities, and collaborations. The obstacles faced by teachers include the time limitation, the material alignment with students' conditions, the difficulty in assessment during distance learning, the lack of information related to PPI, and the difficulty to adjust to the curriculum. Obstacles from students include the high number of students, the diverse student characteristics, and other obstacles faced by students. Obstacles related to the aspect of the facility include the lack of online learning media owned by students, the lack of in-class learning facilities, and the health officers' lack of awareness. The last obstacle is related to

the lack of involvement from a few parties during the process of developing and implementing PPI.

Table 3. Obstacles faced by teachers

No	Aspect		Description
1.	Teachers	a.	Taking a long time to develop PPI
		b.	Difficult to determine appropriate material for students
		c.	Difficult to assess students' progress during distance learning
		d.	The lack of PPI-related knowledge
		e.	Difficult to develop a program according to the curriculum
2.	Students	a.	Too many students
		b.	Diverse characteristics of students in one class
		c.	Other obstacles that students have
3.	Facility	a.	The lack of learning facilities in the class
		b.	Not every student has online learning media
		c.	The health officers' lack of awareness
4.	Collaboration	a.	Has not been involved in PPI development
		b.	Has not been fully involved in PPI implementation

The personal-social skill achievement on students with intellectual disabilities

There are seven aspects of the personal-social skill achievement of students with intellectual disabilities. Figure 1 shows the skill of self-identification achieved by student ID. Figure 1 shows that there are five aspects of self-identification skills, namely self-identity, residence, family members, school address, and the ability to identify the liked and disliked object.

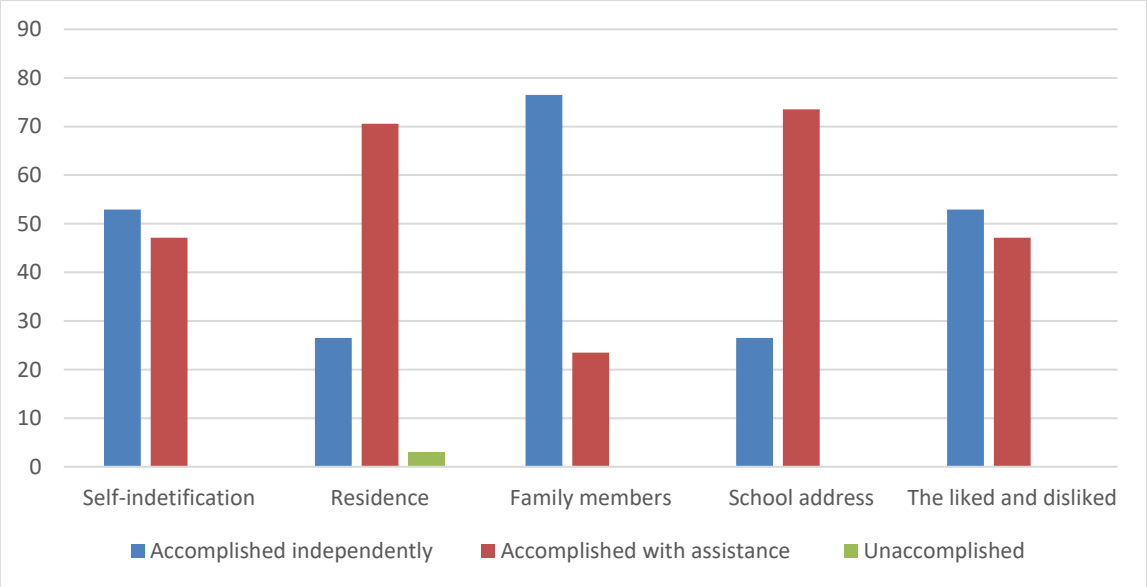

Figure 1. Self-identification Skills

In the aspect of self-identity, 52.9% of students were able to independently identify their name, age, and gender. Students were able to independently identify the aspect of family members and the liked and disliked objects with the percentage of 76.6% and 52.9% respectively. The aspect of family members includes the ability to identify father, mother, older sibling, and younger sibling. In addition, the aspect of identifying the object of like and dislike includes foods,

activities, and sports. However, students still require assistance to independently identify the aspect of residence and school address. The aspect of residence address includes town name, house number, and phone number. In addition, the aspect of school address includes school name, school address, and school phone number.

The following is the result of students' achievement in the play skills, which is illustrated in Figure 2.

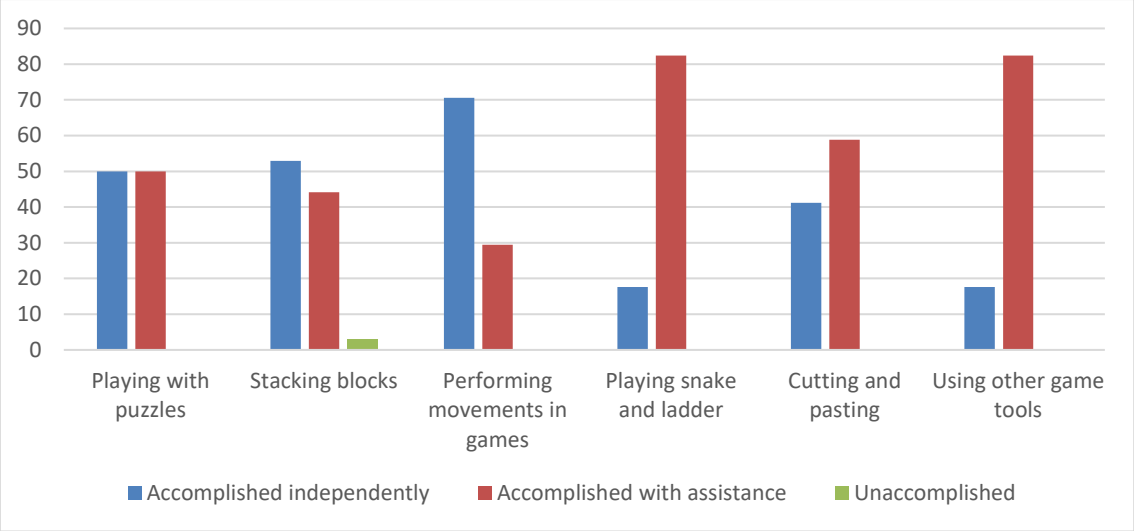

Figure 2. Play Skills

Figure 2 shows that play skills consist of playing with puzzles, stacking blocks, performing movements in games, playing snake and ladder, cutting, and pasting, and using other game tools. The percentage of students who played with puzzles independently and with assistance were the same, which is 50%. 52.9% of students were able to independently stack blocks, while 70.6% of them were able to perform a series of movements in couple activities, such as playing with jump rope, blowing balloons, and moving flags. Lastly, with assistance, students were able to display the skill of playing snake and ladder, cutting and pasting pictures, and using game tools, such as toy cars, communication blocks, and pictures, with the percentage of 82.4%, 58.8%, and 82.4% respectively.

Next, ID students' achievements in school interaction skills are displayed in Figure 3.

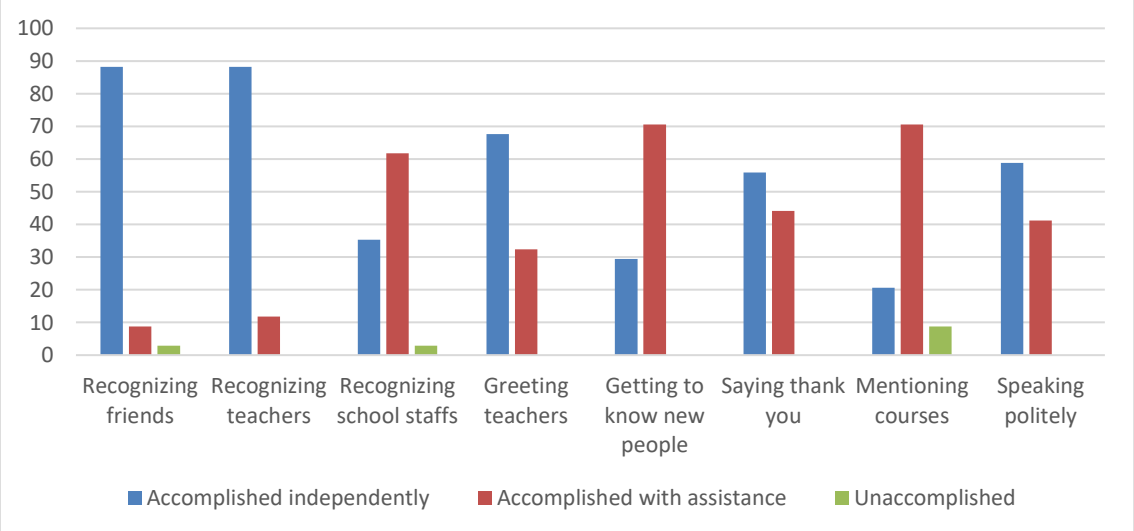

Figure 3. School Interaction Skills

Figure 3 shows that school interaction skills include recognizing friends, recognizing teachers, recognizing school staff, greeting teachers, getting to know new people, saying thank you, mentioning courses, and speaking politely. Most students were able to independently perform the skills of recognizing friends in class/ school, recognizing teachers, greeting teachers, saying thank you, and speaking politely, with the percentage of 88.2%, 88.2%, 67.6%, 55.9%, and 58.8% respectively. The three other skills, namely recognizing school staff, getting to know new people, and mentioning courses, were able to be independently performed with the percentage of 61.8%, 70.6%, and 70.6% respectively.

Next, ID students' achievements in group interaction skills are displayed in Figure 4.

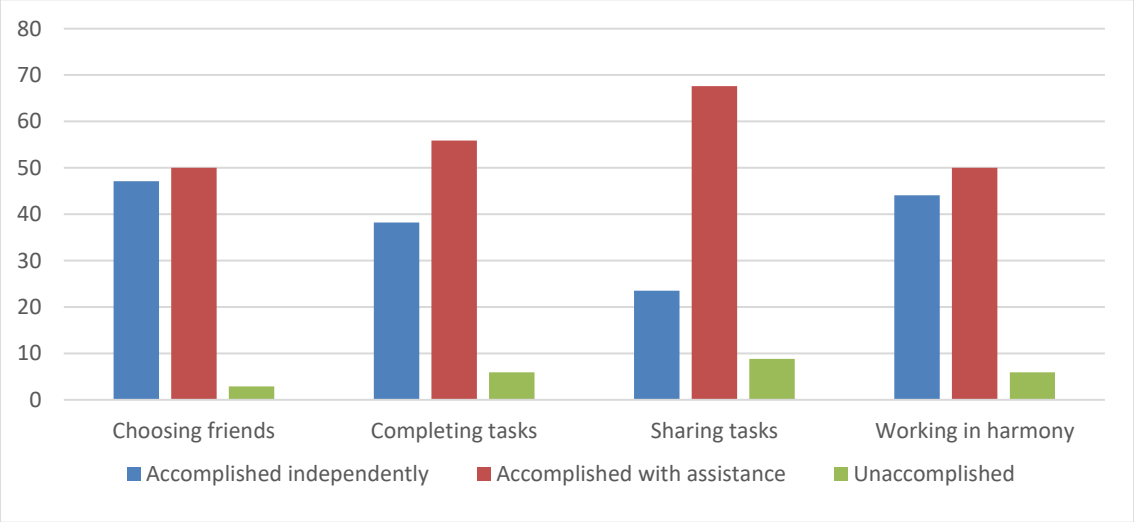

Figure 4. Group Interaction Skills

Figure 4 shows that group interaction skills consist of choosing friends, completing tasks, sharing tasks, and working in harmony. All of the four skills were able to be completed with assistance, with the percentage of 50%, 55.9%, 67.6%, and 50% respectively.

Next, ID students' achievements in self-control skills during the test are displayed in Figure 5.

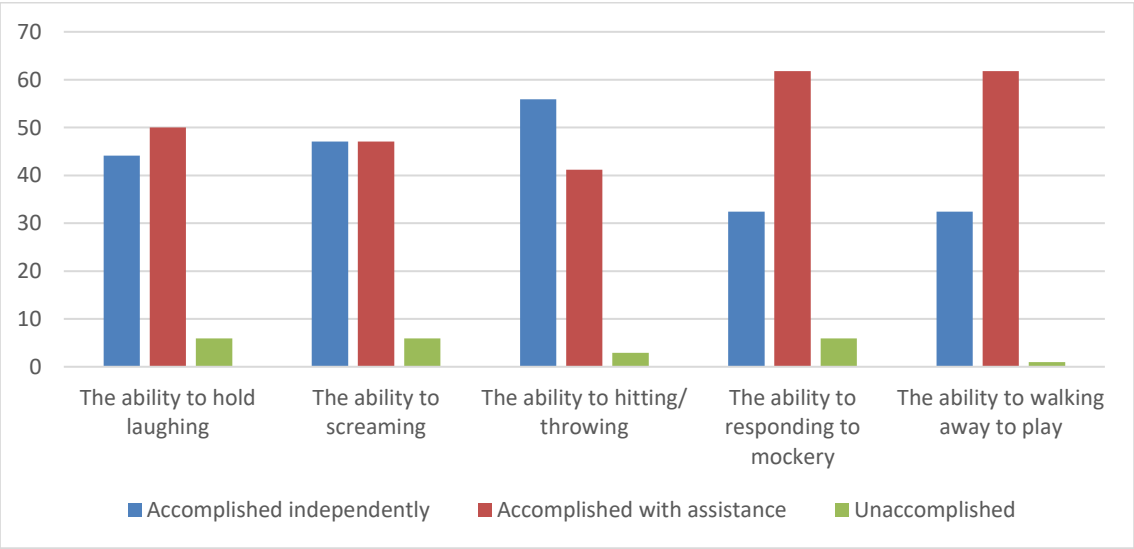

Figure 5. Self-control Skills during the Test

Figure 5 shows that self-control skills during the test consist of five aspects, namely the ability to hold laughing, screaming, hitting/ throwing, responding to mockery, and walking away to play. 55.9% of students were able to hold themselves from hitting or slamming the table during independent tests. In terms of holding the urge to scream, the percentage between independent and with assistance were similar, which were around 47.1%. Lastly, the skills to hold laughing, shouting, and walking away to play were able to be accomplished by students with assistance. The percentages for each skill are 50%, 61.8%, and 61.8% respectively.

Next, ID students' achievements in responsibility skills are displayed in Figure 6.

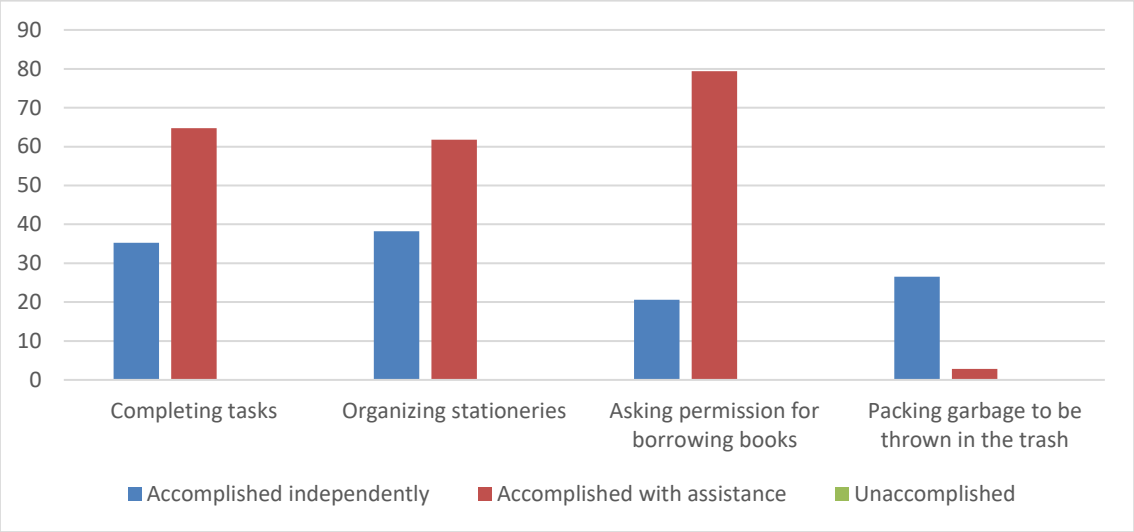

Figure 6. Responsibility Skills

Figure 6 shows that responsibility skills consist of the aspect of completing tasks, organizing stationeries, asking permission, and packing garbage to be thrown in the trash. All students can accomplish the four tasks with assistance. 64.7% of students were able to complete the task given by the teachers with assistance. 61.8% of students were able to return their stationeries to the designated containers after being used with assistance. 79.4% of students were able to ask permission for borrowing books from their friends with assistance. Lastly, 73.5% of students were able to pack and clean up the used paper clippings into the trash with assistance.

Next, ID students' achievements in leisure skills with some activities are displayed in Figure 7.

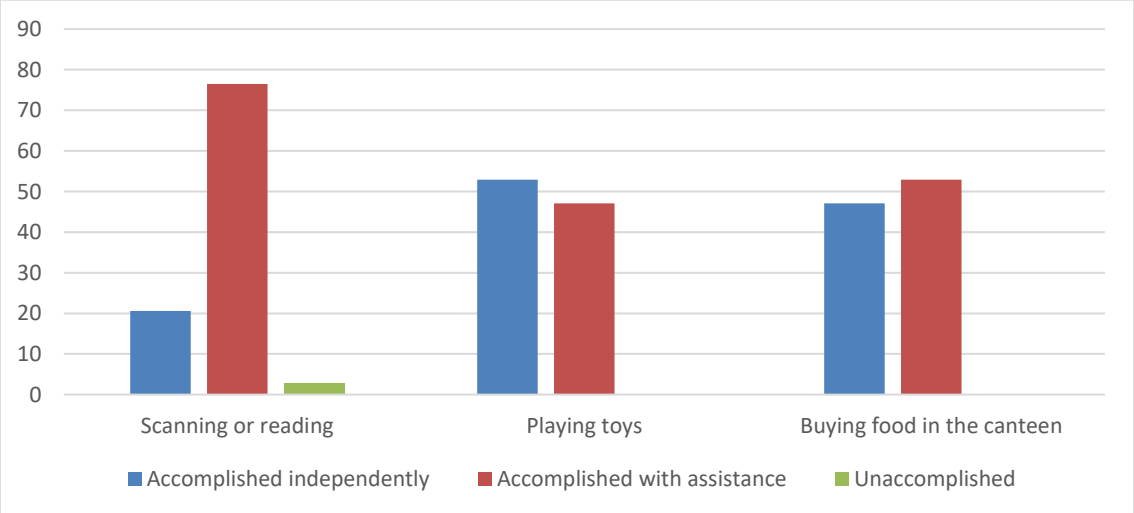

Figure 7. Leisure Skills

Figure 7 shows that leisure skills consist of several activities, namely scanning or reading, playing, and buying foods. With assistance, 76.5% of students were able to occupy themselves by scanning magazines available in the classroom or reading articles posted on the wall. 52.9% of students were able to purchase food available in the canteen with assistance. Lastly, 52.9% of students were able to independently occupy themselves with objects or toys available in the class.

Discussion

Forms of moral values

Individualized Education Plan (EIP) and Individualized instruction Program (PPI) are two different terms. PPI is a part of the IEP that emphasizes the aspect of implementation. Contextually, this research used the term PPI following teachers' perceptions of the subject. Teachers still thought that IEP must be implemented individually, resulting in difficulty when the program is applied in class settings. Teachers implemented IEP similarly to lesson plans. This resulted in a non-conducive class and different problems in the learning process (Debbağ, 2017). If teachers regarded IEP as a curriculum requirement, problems would appear, and the intervention effort will be very minimal (Blackwell & Rossetti, 2014). While most teachers have performed a series of assessments as the foundation of IEP, they still imposed a monodisciplinary approach. The non-interdisciplinary approach in carrying out the assessment resulted in implementation problems. The advantage of assessing with an interdisciplinary approach is the ability to share knowledge to modify the assessment method and its interpretation (Sisti & Robledo, 2021).

The aspects of behaviors were included in IEP due to the possibility of academically supporting students with intellectual disabilities. Students must be able to achieve progress from the established and maintained IEP throughout the learning process (Tomaino et al., 2022). One of the included functional aspects was the social aspect of using a variety of learning media. Social skills development was able to be accomplished through systematized instructions, social stories, video modeling, social problem intervention, and computer-based assistive technology.

The aspect of behavior is included in individualized instruction due to the possibility of academically supporting children with intellectual disabilities. Students must be able to achieve progress from the established and maintained individualized instruction throughout the learning process (Tomaino et al., 2022). One of the included functional aspects is the social aspect of using a variety of learning media. Social skills development can be accomplished through systematized instructions, social stories, video modeling, social problem intervention, and computer-based assistive technology (Sigafoos et al., 2017). The use of video modeling attached to individualized instruction has been proven to improve the social skills of teenagers with intellectual disabilities in the aspect of giving feedback and questioning (Park et al., 2019). The development of individualized instruction for social skills is used as a curriculum so that teachers have supportive confidence towards the performance achievement of students with intellectual disabilities. In addition, students will receive real experiences which have been planned through learning (Waterstreet, 2021). Individualized instruction implementation, by giving different treatments for each student via training, has been proven to increase the ability to cooperate as much as ($F=392.385$, $P<0.0005$), assertion ($F=235.669$, $P<0.0005$), and self-control of students with intellectual disabilities ($F=157.369$, $P<0.0005$) (Ezgi, 2015).

Obstacles to the implementation of learning moral values

The main obstacles were the number of students and the diverse characteristics. In addition, obstacles could also be found in the unrealistic accommodation, the high number of students, and the IEP content that is difficult to observe and remember. The planned accommodations were deemed to be difficult to access by students with intellectual disabilities. In addition, the lack of a correct measure of execution time resulted in teachers' frustration (Groh, 2021). The effort to anticipate the problems can be initiated through meetings, which consist of the discussion on IEP problems, to identify the work step and the execution simulation. As a result, IEP practice can be done correctly, especially related to the roles during collaborations (Mueller & Vick, 2019). The heterogeneity of students with intellectual disabilities depends on the classification related to

intellectual deficit function, etiology, requirement, and support that is applied to adaptive skills. Furthermore, social skills are separated into three aspects, namely social skills, social competency, and social intelligence. All of them need to be accommodated in educational programs. Social skill is the core of education for students with intellectual disabilities so that they can perform effective interactions in their environments (Lecavalier & Butter, 2010) Mistakes in the implementation of IEP happen due to the lack of parents' involvement during the development process, the error of determination, and the determination before the program development, which failed in implementing the written plans in IEP (Yell et al., 2013). IEP is more effective and meaningful if parents are involved in the initial assessment to evaluation. Collaboration and productivity between teachers and parents have been proven to increase IEP accessibility (MacLeod et al., 2017).

Students with intellectual disabilities have different perceptions from other people regarding their quality of life. As a result, they are satisfied with their own lives because they are optimistic even though they lack critical thinking (Paramita et al., 2020). Classically given social skill interventions are proven to be capable of significantly increasing students with intellectual disabilities's ability during eight weeks of learning in Southwest Nigeria (Adeniyi & Omigbodun, 2016). Another research by Brooks et al. (2015) proved that the impact of unstructured activities in extracurriculars can increase social competency in students with intellectual disabilities. The increase occurs due to collaboration between teammates in extracurricular activities.

The impact of implementing PPI on moral values

Students with intellectual disability could show an improvement in self-control skills during the test such as the ability to hold laughing, screaming, hitting, responding to mockery, and walking away to play as the PPI was designed for them. King-sears (2006) points out in his study that desired impacts on student's behavior in teaching self-management should be planned (with individual programs) to ensure it reaches satisfactory levels. Besides, the learning process based on individual programs impacted on responsibility skill for students with intellectual disability, especially on competing tasks, organizing stationery, asking permission for borrowing books, and packing garbage to be thrown in the trash that varied between those skills were accomplished independently and with assistance. Thompson et al. (2020) support for students with intellectual disability is necessary to plan in classrooms, and it refers to individualized programs. Then, PPI that was conducted by special education teachers reflected on leisure skills of students with intellectual disability, in which it highlighted those skills of scanning or reading, playing toys, and buying food in the canteen were more likely to accomplish both independently and with assistance. To advance leisure skills, programs for those with intellectual disability should be planned like with PPI and be provided with support (Ezgi, 2015).

The research result also showed that individualized instruction designed by the school is not suitable for educational program plans for students with intellectual disabilities. There are several research results that also indicate that the schools haven't maximally developed individualized instruction for their students. The lack of purpose related to social skills and the lack of alignment between performance level, individualized instruction purpose, and post-middle school goals becomes the idea of individualized instruction in schools (Findley et al., 2022). That condition shows that there are still individualized instruction implementations in schools that do not meet the existing standards.

CONCLUSION

The application of individualized learning (PPI) for the development of personal-social skills of children with intellectual disabilities based on the experiences of special schoolteachers tends to vary according to the teacher's perception. This form of PPI implementation is evidenced by most teachers (88.2%) applying classical learning, based on simple learning assessments, with functional academic material. The scope of the material content is focused on skills in everyday life in social relations. The main obstacle faced by teachers is accommodating any diversity or

heterogeneity of student conditions and collaborating with students' parents. Most teachers have the perception that the heterogeneity of the conditions of students with intellectual disabilities is considered the main difficulty in the individualized learning process, and do not involve students' parents in planning and implementing their learning. The impact on positive personal-social skills, ranging from 50-88% of students can develop in all aspects, including knowing yourself, playing, interacting at school, controlling yourself, being responsible, and spending your free time. Most of the teachers (88.2%) present functional academic material with the principles of repetition and practice, so that students can develop their abilities. It is suggested to teachers, school administrators, and government in the field of education that individualized learning for children with intellectual disabilities is the main need in learning, so it is important to increase teacher competence regarding individualized learning, at a minimum covering skill in assessing learning needs, planning, and implementing individualized learning.

REFERENCES

Adeniyi, Y. C., & Omigbodun, O. O. (2016). Effect of a classroom-based intervention on the social skills of pupils with intellectual disability in Southwest Nigeria. *Child and Adolescent Psychiatry and Mental Health*, *10*(1), 29. https://doi.org/10.1186/s13034-016-0118-3

Al-Shammari, Z., & Hornby, G. (2020). Special education teachers' knowledge and experience of IEPs in the education of students with special educational needs. *International Journal of Disability, Development and Education*, *67*(2), 167–181. https://doi.org/10.1080/1034912X.2019.1620182

Almoghyrah, H. (2023). The challenges of implementing individualised education plans with children with down syndrome at mainstream schools in Riyadh, Saudi Arabia: Teachers' perspectives. *International Journal of Disability, Development and Education*, *70*(3), 291–313. https://doi.org/10.1080/1034912X.2020.1870666

Andreasson, I., Asp-Onsjö, L., & Isaksson, J. (2013). Lessons learned from research on individual educational plans in Sweden: Obstacles, opportunities and future challenges. *European Journal of Special Needs Education*, *28*(4), 413–426. https://doi.org/10.1080/08856257.2013.812405

Asri, D. N., Cahyono, B. E. H., & Trisnani, R. (2022). Developing Individualized Education Program (IEP) on early reading for special needs students in inclusive primary schools in Magetan regency. *KnE Social Sciences*, *7*(14), 338–352. https://doi.org/10.18502/kss.v7i14.11983

Beirne-Smith, M., Ittenbach, R. F., & Patton, J. R. (2002). *Mental retardation*. Merrill/Prentice Hall.

Blackwell, W. H., & Rossetti, Z. S. (2014). The development of individualized education programs. *SAGE Open*, *4*(2), 215824401453041. https://doi.org/10.1177/2158244014530411

Brooks, B. A., Floyd, F., Robins, D. L., & Chan, W. Y. (2015). Extracurricular activities and the development of social skills in children with intellectual and specific learning disabilities. *Journal of Intellectual Disability Research*, *59*(7), 678–687. https://doi.org/10.1111/jir.12171

Creswell, J. D. W., & Creswell, J. D. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage.

Debbağ, M. (2017). Opinions of prospective classroom teachers about their competence for Individualized Education Program (IEP). *Universal Journal of Educational Research*, *5*(2), 181–185. https://doi.org/10.13189/ujer.2017.050202

Ezgi, E. (2015). Effects of leisure education programme including sportive activities on perceived freedom in leisure of adolescents with intellectual disabilities. *Educational Research and Reviews*, *10*(16), 2362–2369. https://doi.org/10.5897/ERR2015.2395

Findley, J. A., Ruble, L. A., & McGrew, J. H. (2022). Individualized education program quality for transition age students with autism. *Research in Autism Spectrum Disorders*, *91*, 101900. https://doi.org/10.1016/j.rasd.2021.101900

Fowler, F. J. (2013). *Survey research methods (Applied social research methods)* (5th ed.). SAGE Publications, Inc.

Girimaji, S. C., Basheer, S., Biswas, A., & Gangadharan, S. K. (2020). Intellectual disability—concepts, aetiology, and genetics. In *Oxford Textbook of the Psychiatry of Intellectual Disability* (pp. 23–34). Oxford University Press. https://doi.org/10.1093/med/9780198794585.003.0003

Gray, S. A. O., & Carter, A. S. (2013). Adaptive behavior assessment system, Second Edition. In *Encyclopedia of Autism Spectrum Disorders* (pp. 52–55). Springer New York. https://doi.org/10.1007/978-1-4419-1698-3_223

Groh, A. R. (2021). *Challenges that general education teachers face when implementing the IEP*. Purdue University.

Hallahan, D. E., & Kauffman, J. M. (2014). *Exceptional learners: An introduction to special education*. Pearson Education.

İlik, Ş. Ş., & Sarı, H. (2017). The training program for Individualized Education Programs (IEPs): Its effect on how inclusive education teachers perceive their competencies in devising IEPs*. *Educational Sciences: Theory & Practice*, *17*(5), 1547–1572. https://doi.org/10.12738/estp.2017.5.0424

Jacob, U. S., Edozie, I. S., & Pillay, J. (2022). Strategies for enhancing social skills of individuals with intellectual disability: A systematic review. *Frontiers in Rehabilitation Sciences*, *3*. https://doi.org/10.3389/fresc.2022.968314

Kartika, A., Retno Suminar, D., M.W. Tairas, M., & Hendriani, W. (2018). Individual education program (IEP) paperwork: A narrative review. *International Journal of Engineering & Technology*, *7*(2.29), 682. https://doi.org/10.14419/ijet.v7i2.29.13997

King-Sears, M. E. (2006). Self-management for students with disabilities: The importance of teacher follow-up. *International Journal of Special Education*, *21*(2).

Kozikoğlu, İ., & Albayrak, E. N. (2022). Teachers' attitudes and the challenges they experience concerning individualized education program (IEP): A mixed method study. *Participatory Educational Research*, *9*(1), 98–115. https://doi.org/10.17275/per.22.6.9.1

Lecavalier, L., & Butter, E. M. (2010). *Assessment of social skills and intellectual disability* (pp. 179–192). https://doi.org/10.1007/978-1-4419-0609-0_12

MacLeod, K., Causton, J. N., Radel, M., & Radel, P. (2017). Rethinking the individualized education plan process: Voices from the other side of the table. *Disability & Society*, *32*(3), 381–400. https://doi.org/10.1080/09687599.2017.1294048

McDonagh, P., Goodey, C. F., & Stainton, T. (2018). Introduction: The emergent critical history of intellectual disability. In *Intellectual disability*. Manchester University Press. https://doi.org/10.7228/manchester/9781526125316.003.0001

Mueller, T. G., & Vick, A. M. (2019). An investigation of facilitated individualized education program meeting practice: Promising procedures that foster family–professional collaboration. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, *42*(1), 67–81. https://doi.org/10.1177/0888406417739677

Mumpuniarti, M., Diniarti, G., Prabawati, W., & Suparno, S. (2021). Family nurture in the social skills development of children with intellectual disabilities through daily activities. *Jurnal Cakrawala Pendidikan*, *40*(3), 625–636. https://doi.org/10.21831/cp.v40i3.43984

Nance, E., & Calabrese, R. L. (2009). Special education teacher retention and attrition: The impact of increased legal requirements. *International Journal of Educational Management*, *23*(5), 431–440. https://doi.org/10.1108/09513540910970520

Nazilah, K. (2017). *Peningkatan keterampilan sosial anak tunagrahita ringan melalui metode bermain peran di SLB Yapenas unit II Sleman*. UNY.

Paramita, D. A., Atmodiwirjo, E. T., & Soetikno, N. (2020). The role of social skill and parental involvement in the quality of life of working individuals with intellectual disability. *Proceedings of the Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2019)*. https://doi.org/10.2991/assehr.k.200515.111

Park, J., Bouck, E., & Duenas, A. (2019). The effect of video modeling and video prompting

interventions on individuals with intellectual disability: A systematic literature review. *Journal of Special Education Technology*, *34*(1), 3–16. https://doi.org/10.1177/0162643418780464

Plavnick, J. B., Kaid, T., & MacFarland, M. C. (2015). Effects of a school-based social skills training program for adolescents with autism spectrum disorder and intellectual disability. *Journal of Autism and Developmental Disorders*, *45*(9), 2674–2690. https://doi.org/10.1007/s10803-015-2434-5

Purwanta, E., & Hulfah, H. (2018). Application of e-marketing in entrepreneurship learning for student with intellectual disability. *Jurnal Cakrawala Pendidikan*, *37*(3). https://doi.org/10.21831/cp.v38i3.21747

Schalock, R. L., & Luckasson, R. (2004). American association on mental retardation's definition, classification, and system of supports and its relation to international trends and issues in the field of intellectual disabilities. *Journal of Policy and Practice in Intellectual Disabilities*, *1*(3–4), 136–146. https://doi.org/10.1111/j.1741-1130.2004.04028.x

Seong, Y., Wehmeyer, M. L., Palmer, S. B., & Little, T. D. (2015). Effects of the self-directed individualized education program on self-determination and transition of adolescents with disabilities. *Career Development and Transition for Exceptional Individuals*, *38*(3), 132–141. https://doi.org/10.1177/2165143414544359

Sigafoos, J., Lancioni, G. E., Singh, N. N., & O'Reilly, M. F. (2017). *Intellectual disability and social skills* (pp. 249–271). https://doi.org/10.1007/978-3-319-64592-6_14

Sisti, M. K., & Robledo, J. A. (2021). Interdisciplinary collaboration practices between education specialists and related service providers. *The Journal of Special Education Apprenticeship*, *10*(1). https://scholarworks.lib.csusb.edu/josea/vol10/iss1/5

Slavin, R. E. (2021). *Educational psychology: Theory and practice* (13th ed.). Pearson.

Smith, D. D., & Lucasson, R. (1995). *Special education*. Allyn and Bacon.

Snell, M. E., Luckasson, R., Borthwick-Duffy, W. S., Bradley, V., Buntinx, W. H. E., Coulter, D. L., Craig, E., Gomez, S. C., Lachapelle, Y., Reeve, A., Schalock, R. L., Shogren, K. A., Spreat, S., Tassé, M. J., Thompson, J. R., Verdugo, M. A., Wehmeyer, M. L., & Yeager, M. H. (2009). Characteristics and needs of people with intellectual disability who have higher IQs. *Intellectual and Developmental Disabilities*, *47*(3), 220–233. https://doi.org/10.1352/1934-9556-47.3.220

Sowiyah, S., & Perdana, R. (2020). Pengembangan model program pembelajaran individu (PPI) bagi anak berkebutuhan khusus di sekolah dasar inklusif kota Metro. *Improvement: Jurnal Ilmiah Untuk Peningkatan Mutu Manajemen Pendidikan*, *7*(2). https://doi.org/https://doi.org/10.21009/improvement.v7i2.17956

Thompson, J. R., Walker, V. L., Snodgrass, M. R., Nelson, J. A., Carpenter, M. E., Hagiwara, M., & Shogren, K. A. (2020). Planning supports for students with intellectual disability in general education classrooms. *Inclusion*, *8*(1), 27–42. https://doi.org/10.1352/2326-6988-8.1.27

Tomaino, M. A. E., Greenberg, A. L., Kagawa-Purohit, S. A., Doering, S. A., & Miguel, E. S. (2022). An assessment of the feasibility and effectiveness of distance learning for students with severe developmental disabilities and high behavioral needs. *Behavior Analysis in Practice*, *15*(1), 243–259. https://doi.org/10.1007/s40617-020-00549-1

Towles-Reeves, E., & Kleinert, H. (2006). The impact of one state's alternate assessment upon instruction and IEP development. *Rural Special Education Quarterly*, *25*(3), 31–40. https://doi.org/10.1177/875687050602500305

Waterstreet, J. (2021). *Effective social skills curriculum for students with emotional and behavioral disorders that focuses on skill generalization across settings*. School of Education and Leadership Student Capstone Projects. https://digitalcommons.hamline.edu/hse_cp/704

Yell, M., Katsiyannis, A., Ennis, R. P., & Losinski, M. (2013). Avoiding procedural errors in individualized education program development. *TEACHING Exceptional Children*, *46*(1), 56–64. https://doi.org/10.1177/004005991304600107